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ABSTRACT

Today's paucity of effective leadership depends in part on the mistaken idea that leadership is a set of activities and behaviors isolated from everything else. Effective leadership, rather, is a product of the interdependence between leader behavior and a number of circumstantial variables. These variables include (1) the social, economic and political context of the organization; (2) the real (as distinct from ostensible) nature, goals, and objectives of the organization; (3) the history of the organization; (4) the needs of the organizational members; (5) the leader's own needs; (6) the task at hand; and (7) the nonnegotable factors in the situation. The range of functional leadership styles is arranged in a continuum from autocratic through democratic. The effective leader chooses behavior that ranges across a portion of the continuum, depending on the situational variables and his or her own personal needs. Unfortunately, more leaders, in the face of overwhelming demands, are more frequently moving beyond a democratic style of leadership to an "abdiocratic" style that means complete abdication of the leadership role. The effective leader today is one who can move from an assessment of the circumstantial variables to a realistic choice of leadership based on that assessment. (Author/JM)

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THE DIMENSIONS OF EDUCATIONAL LEADERSHIP AMID THE UNFAMILIAR

by

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Introduction

It is a common plaint these days of citizens, group members, or organizational employees that our "leaders" have lost touch with those who they seek to lead, and have lost their effectiveness. It is equally common to hear leaders bemoan the fact that "what worked" in the past (i.e., leadership approaches which seemed acceptable and productive) no longer "works." A coincidence of confounding factors has brought us to an unfamiliar crossroads with the disturbing sense that we do not know which way to turn.

As we make the transition to a new era, we are experiencing a growing discontent with the substance and quality of leadership exhibited in every sector of our society. In the public sector, "leaders" and citizens alike are less and less confident that those who hold leader positions can exercise leadership adequate to the demands and opportunities of the present and future. To some extent, we are unable to identify the new and different demands and opportunities which we face.

We are experiencing more than a haunting sense of doubt about the capabilities of our "leaders." We are in a real way experiencing a strong sense of self-doubt regarding our individual and collective ability to deal productively

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with the circumstances we believe we face. We now talk of survival as an accomplishment of high order, rather than prevailing.

The Fundamental Problem

As a consequence, leaders and their followers have begun grasping at straws in the wind. Witness, for example, the multi-million dollar industry which has emerged in most western, post-industrial nations for the "training" of leaders. Leaders (and would-be leaders) have before them a cafeteria of unconnected training opportunities from which individually compartmentalized "entrees" are chosen in the hope that some new piece of leadership technology will prove to be the panacea for all the ills which have befallen us. In both the public and private sectors, some leaders (and the agencies or organizations which they seek to lead) are so indefatigable in their search for the thing that will restore their leadership effectiveness that they spend a quarter or more of their time in leadership development training, absenting themselves from the people whom they seek to lead.

Most of these professional growth and development retraining sessions illustrate in their very design one of the fundamental reasons we face a paucity of effective leadership today. In these training opportunities, and in the "real world" where those in leader roles try to lead, we see less and less evidence that leaders and followers understand the inextricable interdependence between:

1. Leaders and follower (i.e., citizen, taxpayer, organization or group member).
2. Leader and the organizational group dynamics driven by the nature of groups qua groups.

3. Leader and the driving and restraining forces of the context within which the organization exists.

4. Leader and "who" the leader is.

Most of the available training for leadership, and even more of the current leadership behavior, evidences a perception precisely the opposite of one of interdependence. We behave as if leadership were a set of activities and behaviors isolated from anything or anyone else. In short, we act as if leadership were something which occurred in a vacuum independent of all else except the leader.

Consequently, leaders assume that the way to lead is to give commands. This is seen as an independent function of leadership. It is further assumed that followers have the duty to implement or execute the commands of the leader even though they have been isolated from the process which has led to the command. There is, then, an independence of action and function of leader and follower, rather than an intense interdependence of action and function.

The extent to which leaders or followers persist in conceiving of leadership as an independent, isolated function is the extent to which we can realistically expect ineffective (and perhaps destructive) leadership to persist in our institutions.

This idea is not new. The social scientists, who are widely known and whose works provide the basis for much of the available leadership training, have concurred on this point for some time. Hannah Arendt, Fred Fielder, Kurt Lewin, Ronald Lippitt, Rensis Likert and Carl Rogers are among those who have underscored and elaborated the concept. Our observations of leader behavior lead us to the conclusion, however, that the concept of interdependence has not informed the approach taken by the majority of leaders.

In order to have a reasonable chance to exercise effective leadership, the concept of the interdependence of the major factors influencing leadership must become translated into leader and group member behaviors. It is essential for the leader to come to perceive the totality of the fabric making up the leadership situation. To accomplish this, the leader must train himself or herself to perceive, at once, along both horizontal and vertical dimensions. This kind of holistic, three-dimensional approach to perception of settings and situations is the first step toward an effective leadership approach.

Circumstantial Variables Which Help Determine Effective and Appropriate Leadership Style

Appearing below are general categories which represent what I take to be the major circumstantial variables which contribute to the determination of an effective leadership approach in a specific situation. The assumptions behind the presentation of these categories are that: (1) leaders can, indeed must, develop the skills requisite to coming to reliable conclusions vis-à-vis each category; (2) leaders can develop the ability to comprehend the conclusions reached in regard to each category in an integrated holistic fashion; and (3) leaders can act on the basis of that holistic comprehension.

Furthermore, it is assumed that the leader will understand the necessity of placing a priority valence on each category given the reality of his or her situation. Situational factors will demand a higher valence for some categories than others. Consequently, the relative "weight" given each category will seldom, if ever, be equal.

. The social, economic, and political context (external to the organization) in which the organization exists.

- The "real" nature, goals, and objectives of the organization:

  private vs. public,
  profit vs. non-profit,
  production vs. service.

- The history of the organization.

- The needs of the individuals populating the organization--"Who the people are in the organization."

- The needs of the leader--"Who the leader of the organization is."

- The nature of the specific or immediate task at hand.

- The non-negotiable factors in a given situation or set of situations.

The Social, Economic, and Political Context External to the Organization in Which the Organization Exists

Just as no one leads in a vacuum, no organization or group exists in a vacuum independent of the larger contextual fabric of culture and society.

For example, the voters in the State of California recently approved the Jarvis Amendment (Proposition 13) which rolls back the level of revenue available to local and state treasuries. The decision on Proposition 13 was generated by a series of interlocking social, political, and economic factors which have a direct and, in this case, immediate impact on both private and public institutions in California. Few California institutions, groups or organizations will be free of the impact of the voters' decision.

Four years ago in Michigan, the automotive industry experienced its worst depression since the 1930's. One consequence was a decrease in tax revenues from the sale of cars. In addition, layoffs reduced the amount of money available for state-supported or subsidized programs and agencies since those laid-off paid less income tax. Those who sought to lead those agencies and programs found their choice of effective approaches to leadership profoundly affected by these economic circumstances external to their organization. In the

same way, persons in "informal" organizations and groups supporting particular special interest programs and services were deeply affected.

In both the United States and Canada, there is a growing disenchantment among citizens regarding the relative value of present educational programs when measured against perceived outcomes or "products." This social and political reality has fueled the support base for those calling for a return to basics (i.e., emphasis within the curriculum on computational mathematics skills versus the theoretical understandings promoted by the "new math"; a demand that all graduates of the secondary institutions be able to read sufficiently well to navigate through the demands of our latter twentieth century society; and the expectation that persons who pass through our educational institutions will be able to communicate effectively in writing.)

Increasingly, those whose dollars support the schools are questioning the social and economic value of any programs which fail to be targeted to these objectives regardless of the humanitarian motivation for such programs.

The consequence for leaders in the educational arena is that their available choices of an effective leadership approach are limited. With citizens demanding "hard" evidence that the basic objectives of education are being achieved (termed "accountability" in the United States), the leader's approach to his or her followers becomes constrained. The demand that "schooling" not only provide the society with "productive citizens," but with employable workers similarly constrains one's leadership style as much as (if not more than) the curriculum.

The "Real" Nature, Goals, and Objectives of the Organization

It is essential for the leader to understand the real nature of the organization in which he or she expects to exercise leadership.

Some organizations which officially proclaim themselves to be "public" in nature, in fact, operate as private enterprises, and the reverse juxtaposition is equally true. Some organizations that claim non-profit status are, in fact, more profit-oriented than some organizations that claim they are profit-oriented. And, in education, we know all too well about organizations which claim to be service-oriented, but are, in fact, production-oriented. Many fear the citizen pressure for employable graduates will increase the production mentality of educational institutions.

In my country, the vast majority of educational leaders talk glibly about their "products," meaning, in this case, persons who have passed through an educational institution. In fact, we have a number of production line educational institutions in which students are treated as production units moving slowly down the assembly line. Quantitative measures and standards take precedence over qualitative ones.

In any case, the essential point for the leader is to be fully aware of the actual nature of the organization. If he or she is leading an educational organization which, for whatever reason, takes a production (as opposed to a service) approach to its work, certain clear consequences emerge for the choice of an effective leadership approach.

The History of the Organization

Each individual has a unique, personal history which contributes to the identity and personality of the self. Similarly, each organization or group has its own unique history which contributes to the identity and "personality" of the organization. It is surprising how many leaders fail to take into account the organizational history of that "thing" which they are attempting to lead.

Issues, such as the reasons the organization was established, the growth periods through which it has moved, the crises it has faced, and the manner in which it has resolved these crises, illustrate the kinds of understandings which are essential to understanding the history of the organization.

In several of the western democracies, the educational organizations have been moving through an important evolutionary phase in the past 15 to 20 years which runs counter to the initial reasons for their creation. Rather than being given only the task of educating, they are now given a whole range of human services tasks, not so much because the tasks relate to education, but because the schools seem to be an institution that can most easily touch the lives of those targeted for the services. As a result, schools now serve as the sites for nutrition programs for whole families. The focus of public health efforts have been relocated, in some instances, to our schools where both community medical and mental health services are dispensed.

In Canada in the last 35 years, there has been a virtually unimaginable explosion of growth in public education which has cut across all levels. Organizations and institutions which were established to provide more modest, less comprehensive programs than those of the present day face certain problems precisely because of this historical fact. The rapid expansion of Canadian education has promoted the establishment of new institutions to fill voids, real or imagined. The leaders of these organizations face somewhat different constraints related to the impetus for establishing the organization.

The effective leader, however, is one who must not only understand this evolutionary turn, but who can fit it in the context of the prior evolutionary development of his or her particular organization. Without the understanding of the history of the organization, it is impossible to understand the meaning of the organization's latest changes and growth or its probable future.

The Needs of the Individuals Populating the Organization--"Who the People Are in the Organization"

A leader has little or no chance of exercising effective leadership unless he or she has at least a general sense of the disparate social-psychological needs of the people in the organization or group. It is possible to gain at least a "shirtsleeve" sense of the needs of people in the different sectors, divisions, groups and sub-groups of the organization as a way of making more discriminating judgments.

In some organizations (or sectors of an organization), there may be persons with a higher need for outer direction and control than in others. Some persons need and want structure and close supervision, while others need and want little or no structure and the least possible amount of supervision. To the extent that they face leaders exhibiting a leadership approach which differs from their needs is the extent to which this incompatability may contribute to organizational dysfunction.

While it is never possible to respond to the social-psychological needs of each individual in an organization at all times, it is possible for the leader to have a sense of those needs, and make use of that knowledge in the process of selecting an effective leadership style.

The Needs of the Leader--"Who the Leader Is"

Just as the people in the organization or group have needs to which the leader must be sensitive, so the leader has needs to which he or she must be sensitive. Because of the "macho" mystique which tends to surround leader roles, this category is often ignored. Attention to the social-psychological needs of the leader by the leader is frequently perceived as a sign of softness or

weakness. The leader (and perhaps followers) expect the leader to be a strong, solitary, isolated figure.

I have worked with countless leaders who have a high need for structure, "clean," immediate decision-making, lack of ambiguity, and concrete closure on tasks. Some of these leaders are experiencing excruciating personal and professional pain because they have attempted to implement a leadership approach or style which requires little structure, decision-making which is prolonged because it is highly participatory, consequent high levels of ambiguity, and little sense of concrete closure on tasks.

Needless to say, persons in this situation develop low levels of mental health and evidence the symptoms. Beyond their personal mental health, they unintentionally contribute to a reduction in the level of mental health of the organizational climate because the followers in the organization sense the inconsistency between the self of the leader and the leadership approach being exhibited.

Much of the available professional development training for leaders promotes this kind of organizational and personal dysfunction by implying that a leader can choose <u>any</u> of a number of widely varying leadership approaches without regard to self.

<u>The Nature of the Task Immediately at Hand</u>

The specific task at hand at once limits and focuses the choices a leader faces in selecting an effective approach. Some friends who recently moved to Ann Arbor from Berkeley, California, related an interesting illustration of how the task at hand can require a shift in one's leadership approach.

In their neighborhood in Berkeley, the residents had been working with several of the senior precinct officers of the Police Department to try to move

them toward a more participatory approach when dealing with neighborhood residents. In part, they were asking the senior officers to exercise a kind of leadership vis-à-vis the residents which would allow residents to participate in certain decisions regarding law enforcement in the area. Together with residents, the lieutenants and captains of the precinct went through several days of training in shared decision-making and democratic leadership principles.

The perceived task was to increase the participation of neighborhood residents in decisions made about law enforcement and enforcement methods.

Shortly after the training ended, a rapist began to terrorize the same neighborhood, breaking into homes and raping six women on a single street. The same neighbors quickly conferred with the same senior officers demanding they exercise more autocratic leadership within the neighborhood in order to capture the rapist as soon as possible.

The senior officers were confused since they had just completed a series of activities as a result of the residents' demands for more democratic, participatory leadership. What these seasoned senior officers failed to recognize was the task at hand had changed and that one leadership approach or style was not sufficient for all tasks which they would encounter. In this case the perceived task was to capture the rapist, thereby requiring a different leadership approach.

Many of those in leadership positions in the public sector, and in education in particular, fall into the same trap as the police officers. They believe that one leadership approach or style is adequate for virtually all tasks. When, because of the nature of the task, that single approach fails to work, our leaders question the viability of the approach, rather than the appropriateness of the approach to the task at hand.

The Non-Negotiable Factors in a Situation

Every situation faced by a leader contains a set of non-negotiable factors which, if recognized, help determine the choice of an effective leadership approach. Common non-negotiable factors are time deadlines imposed by a person superior to the organizational leader, or by someone or something over which the leader and organization has no control.

If a school district has determined that it wishes to acquire federal funding for labor-sponsored programs related to education and Ottawa instructs the district to have a proposal there in four days, the leader will have to exercise certain approaches in order to meet that deadline. In this case, he or she will likely have to deal in a relatively autocratic fashion with organizational staff in order to respond to the non-negotiable demand.

Acquiring the Understandings of the Contextual Variables

In attempting to understand these contextual variables, few leaders have the luxury of undertaking complicated, institutional research and needs assessment. The problem of most institutional research in regard to these categories is that the variables change so quickly the data became retrospective rather than current. Indeed, part of the "art" of leadership which distinguishes it from a "science" or a "technology" is the ability to have a confident sense of judgment regarding these variables based upon the leader's perceptions and internal judgments.

Implications of Attending to the Circumstantial Variables

The contextual variables illustrate the interdependencies which exist between the leader (and the act of leadership), and the larger environment.

It is when the leader, or leader and followers, behave as if these interdependencies do not exist that we observe ineffective, abrasive, and, at times, destructive leader and group member behaviors. As I suggested earlier, it is the failure to recognize these interdependencies that leads to much of our present discontent and doubt regarding the quality and substance of our leaders.

Attention to the contextual variables outlined briefly above also argues for a leader possessing a clear sense of a range of leadership styles or approaches. As noted in several places, our present age does not long tolerate a leader who is trying to "make it" by using a single approach, or worse yet, the single approach which was originally adopted five, ten, fifteen, or twenty years ago.

The effective leader today is one who can move from an assessment of the circumstantial variables to a realistic choice of leadership style based on the assessment.

A Range of Leadership Styles

On the following continuum, I have attempted to illustrate a range of leadership approaches or styles. The content of the continuum in this case is problem-solving and decision-making. One can substitute other leader behaviors, and still find the continuum useful. Decision-making is used here since it is the most frequently used and demanded leader behavior, day in and day out.

In presenting this continuum, it is assumed that virtually every person can acquire sufficient knowledge and skills to exercise effective leadership across a portion of the total continuum. This assumption, I might point out, is in direct opposition to the still popular trait theory of leadership which concerns itself with the height, weight, sex, color, sartorial splendor, social preference, pleasantness of voice, appearance of one's dental work, and hair style.

I make this philosophical distinction at this point for two reasons. Initially, the media, with its preoccupation with the celebrity image promotes the trait theory of leadership. If one has a sufficient number and combination of the "desirable" traits, one is considered a "leader," while those not fortunate enough to be born with these traits are ipso facto precluded from leadership. The less fortunate, of course, are precluded permanently, since there is little most of us can do about our "traits."

A second reason for emphasizing the philosophical difference with the trait theory of leadership is to point out the distance between a fundamentally elitist theory of leadership versus a fundamentally democratic theory represented by the assumption.

On the following chart, as one moved from left to right on the continuum, one finds an attempt to represent absolutely autocratic leader behavior through democratic and the end of the solid line. At the end of the broken line is a representation of abdicratic leader behavior.

In reviewing the continuum, there is a portion designated "Democratic Window Dressing." There are numerous examples today of leaders engaging (some unknowingly) in behavior which creates the appearance or "window dressing" of a participatory leadership approach. In these cases, group members or followers are given the chance to ask questions of the leader, or provide feedback to the leader. The imprudent group member may perceive leader solicitations of questions and feedback as evidence of a participatory style in and of itself. It is not that the leader solicits questions and feedback that makes a process participatory. Rather, it is whether or not the questions and feedback influence the process that determines its participatory nature. When the group member

A CONTINUUM OF LEADERSHIP STYLE

Developed by

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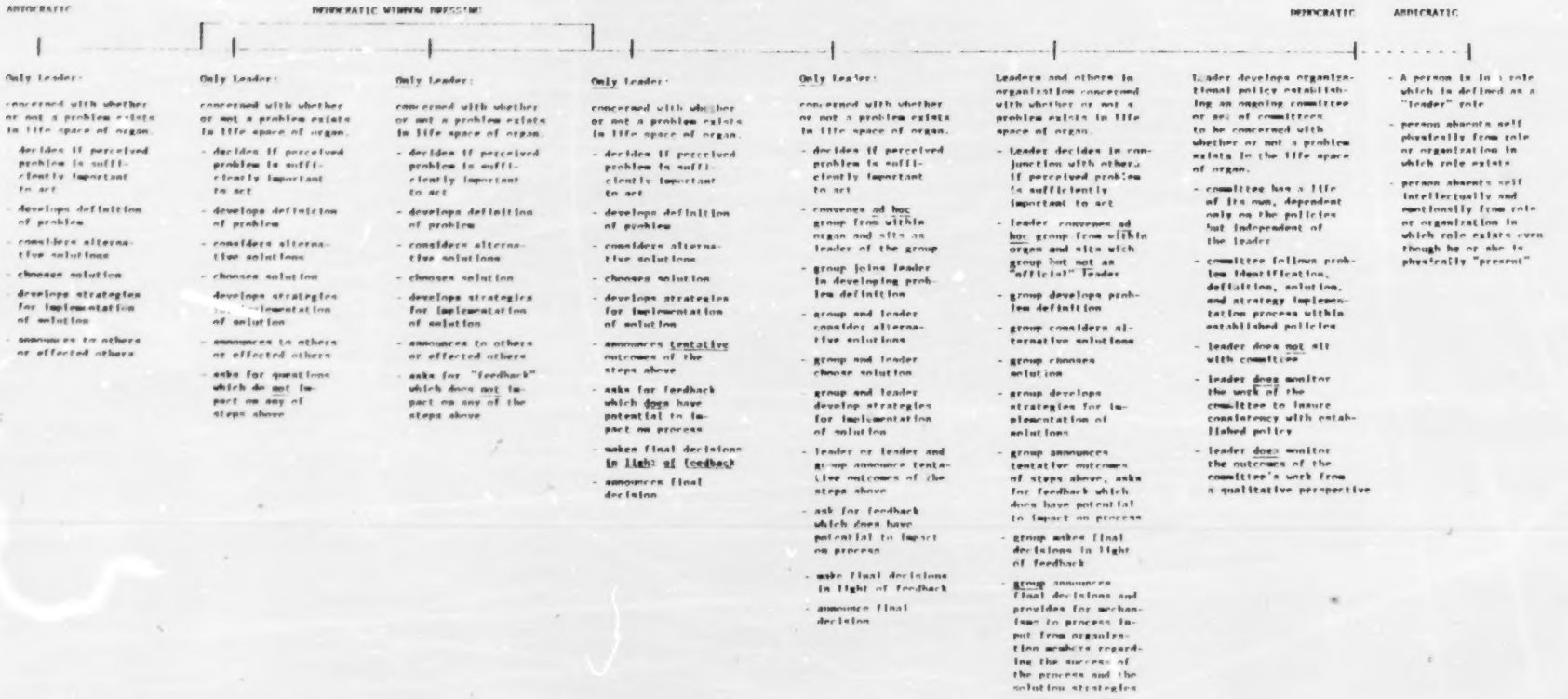
AUTOCRATIC
DEMOCRATIC WITHIN PURVIEW
DEMOCRATIC
ABDICRATIC
Only Leader:
concerned with whether or not a problem exists in life space of organ.
- decides if perceived problem is sufficiently important to act
- develops definition of problem
- considers alternative solutions
- chooses solution
- develops strategies for implementation of solution
- announces to others or affected others
Only Leader:
concerned with whether or not a problem exists in life space of organ.
- decides if perceived problem is sufficiently important to act
- develops definition of problem
- considers alternative solutions
- chooses solution
- develops strategies for implementation of solution
- announces to others or affected others
- asks for questions which do not impact on any of the steps above
Only Leader:
concerned with whether or not a problem exists in life space of organ.
- decides if perceived problem is sufficiently important to act
- develops definition of problem
- considers alternative solutions
- chooses solution
- develops strategies for implementation of solution
- announces to others or affected others
- asks for "feedback" which does not impact on any of the steps above
Only Leader:
concerned with whether or not a problem exists in life space of organ.
- decides if perceived problem is sufficiently important to act
- develops definition of problem
- considers alternative solutions
- chooses solution
- develops strategies for implementation of solution
- announces tentative outcomes of the steps above
- asks for feedback which does have potential to impact on process
- makes final decisions in light of feedback
- announces final decision
Only Leader:
concerned with whether or not a problem exists in life space of organ.
- decides if perceived problem is sufficiently important to act
- convenes ad hoc group from within organ and sits as leader of the group
- group joins leader in developing problem definition
- group and leader consider alternative solutions
- group and leader choose solution
- group and leader develop strategies for implementation of solution
- leader or leader and group announce tentative outcomes of the steps above
- ask for feedback which does have potential to impact on process
- make final decisions in light of feedback
- announce final decision
Leaders and others in organization concerned with whether or not a problem exists in life space of organ.
- Leader decides in conjunction with others if perceived problem is sufficiently important to act
- leader convenes ad hoc group from within organ and sits with group but not as "official" leader
- group develops problem definition
- group considers alternative solutions
- group chooses solution
- group develops strategies for implementation of solutions
- group announces tentative outcomes of steps above, asks for feedback which does have potential to impact on process
- group makes final decisions in light of feedback
- group announces final decisions and provides for mechanism to process input from organization members regarding the success of the process and the solution strategies
Leader develops organizational policy establishing an ongoing committee or set of committees to be concerned with whether or not a problem exists in the life space of organ.
- committee has a life of its own, dependent only on the policies but independent of the leader
- committee follows problem identification, definition, solution, and strategy implementation process within established policies
- leader does not sit with committee
- leader does monitor the work of the committee to insure consistency with established policy
- leader does monitor the outcomes of the committee's work from a qualitative perspective
- A person is in a role which is defined as a "leader" role
- person absents self physically from role or organization in which role exists
- person absents self intellectually and emotionally from role or organization in which role exists even though he or she is physically "present"

The content of this continuum is that of problem identification, problem solving, and decision-making. That content has been chosen since problem identification, problem solving and decision-making are among the most frequently required leader behaviors. It is possible, however, to substitute other content on the continuum without altering the viability of the concept of a continuum of leadership style.

or follower discerns that the questions or feedback do not impact on the leader's behavior, he or she discovers the extent to which group members have been duped by the "window dressing."

Another interesting aspect of the continuum is the extent to which there is a preponderance of power residing in the leader or resulting from the leader's initiatives all across the solid line. For example, even the attempt to represent an absolute form of a democratic (i.e., participatory) leader approach shows powerful initiating behaviors still with the leader.

The abdicratic point on the continuum is intended to represent an increasingly common set of leader behaviors which are, in part, a response to the quandry leaders experience as they attempt to determine how they can be effective. This point on the continuum illustrates how one may hold or play a "leader" role in an organization or group, but abdicate his or her leader responsibilities physically, psychologically, or intellectually.

In the face of doubt, despair, and simply not knowing how to cope, this behavior is more and more apparent. There seem to be an increasing number of organizations and constituencies willing to place persons in "leader" roles with the implicit or explicit understanding that they will pursue an abdicratic approach. Indeed, some organizations and institutions will pay a person quite handsomely to play out a "leader" role in an abdicratic manner. The most frequently encountered manifestation of the abdicratic approach is found in the "leader" who is "absent" psychologically and intellectually. The abdicratic leader may spend endless hours interacting with followers, but, over time, followers begin to realize that the leader does not intend to lead. The leader is "not there" psychologically and intellectually.

The Choice of a Range of Leadership Style

Because the circumstantial or contextual variables encountered by leaders shift and change so quickly, the effective leader is one who will be able to exercise leader behavior which ranges across a portion of the continuum. It is essential to note that it is not possible for a leader to "flip-flop" from one end of the continuum to the other (e.g., from highly democratic to highly autocratic). This kind of 180° shift of style and approach will: (1) harm the leader's mental and emotional health; and (2) create widespread organizational dysfunction.

The organizational dysfunction will occur because persons in the organization or group (followers) will not know what to expect in terms of the leader's response to any given situation. This sort of organizational ambiguity leads to group follower behaviors which block organizational locomotion toward goals and objectives.

In contemplating a range of leadership style within the parameters of the continuum, it should be noted what a high degree of incremental choice exists. Too many leaders assume they only have one, or at best two, choices of leadership style. By picturing the continuum in the mind's eye, the leader is reminded of the variety of choices available.

Conclusion

In large measure, the future substance and quality of the Canadian educational enterprise will be determined by the degree to which individuals at every level and in every type of organization can move from a comprehension of the circumstantial variables in their situations to the selection of a range of leadership styles which will be effective.

As noted earlier, there has been a veritable explosion of growth in Canadian public education over the past 35 years. Whether at the federal, provincial, or local levels, leaders face more fluid and complex situations than might otherwise be the case. Because growth outstripped institutional capabilities formal and informal organizations and groups have emerged to fill in the gaps. Institutions and agencies which 40 years ago had little concern with educational programs have become deeply involved in education policy and practice. Consequently, the growth explosion has resulted in an unusually complex set of institutional and group relationships of a formal and informal nature.

It would, it seems to me, be unrealistic to expect leaders to unify all of these disparate organizations and groups in an integrated fashion in the near future. While there is much to recommend serious attention to structural integration and streamlining that is a long term task requiring exceptional patience and persistence, as well as a time perspective of a decade or more.

In the interim, Canadian education requires leaders who can exercise effective leadership in the present and near-term future. Effective leadership of the sort suggested here will take into account likely future structural formats, but will not wait for them to be put in place before undertaking the leadership tasks which are on the public agenda. Furthermore, it is probable that significant leadership will emerge from what appears to be unlikely places.

Wherever educational leaders are able to exhibit the art of leadership as briefly sketched in this paper, they will find both a constituency and considerable influence beyond their own organizations and groups. Conversely, persons in leader roles who are unable or unwilling to engage in the art of leadership will face diminishing constituencies and consequent influence. This will even hold true for those who may find themselves in highly visible, prestigious

institutional and governmental roles. It simply is no longer the case that one's role makes one a leader.

It appears to a somewhat distant observer that the next ten to fifteen years in Canadian education shall be fraught with demanding opportunities. The future of education and to some significant degree the shape of Canadian society shall depend upon the extent to which individuals are able to engage in effective leadership.

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